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ABSTRACT

The handbook outlines a resource room program which provides an alternative to segregated special classes for mildly handicapped elementary students. The primary goal of the resource room is tc maintain students with special needs in a regular classroom by providing supportive and educationally related services both to the student and tc his/her teacher. Among 13 responsibilities cf resource rocm teachers is the provision of an appropriate positive learning environment which will enable each student to reach his/her potential. Student referral may be made by the classrocm teacher, the parents, the resource room staff, or the district's special education department. The instruction is delivered either in small groups or individual direct instruction both in academic areas and in other areas such as self awareness and visual/perceptual training. The behavior program utilizes a tcken economy system. Extensive appendixes include forms used in monitcring student progress, descriptions of high school level programs for the mentally handicapped, and classrocm management techniques. (PHR)

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ROSEBURG SCHOOL DISTRICT

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nuts & bolts of setting up a resource center

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WHY A RESOURCE CENTER?

Federal law has mandated that handicapped children be educated within the least restrictive environment. The resource program outlined in the following pages provides a less restrictive alternative to the segregated special classroom. It is established in order to provide an appropriate educational program for mildly handicapped children who can benefit from regular education, but who are in need of additional support services to do so.

RESOURCE CENTER

Basically, a resource program is any school operation in which a teacher has the responsibility of providing supportive educationally related services to children and/or to their teachers. The resource teacher will provide the student with direct remedial instruction in academic and appropriate social skills. Such services may be conducted either in the regular classroom or in a room designated for that purpose, such as the resource center. The services offered to the regular teachers may include, but are not limited to, helping them either to adjust or to select curricula to meet the unique needs of some children and to manage the classroom behavior of disruptive students. In addition, the resource teacher also discusses with the parents the problems and abilities evidenced by their children.

A resource center is any setting in the school to which a student comes to receive specific instruction on a regularly scheduled basis, while still receiving a part of his/her education in a regular class program.

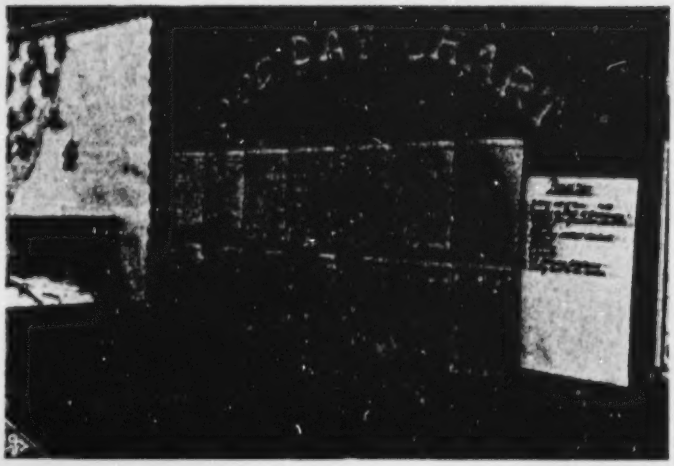
Resource rooms are not part-time special education classes where, for example, handicapped children are integrated with regular students only for lunch, gym or art. Neither are they study halls, discipline or detention centers.

The resource format is a promising means by which many services can be provided in a variety of school settings to students, parents and teachers.

The end product of the evolving resource center is to serve all students needing specific help in any content area.

RESOURCE CENTER

WINCHESTER ELEMENTARY
ROSEBURG SCHOOL DIST. #4
ROSEBURG, OREGON



Developed by:
ANNE CHUDEK
DAVID JONES

PROGRAM INSTALLMENT

The plans for the Winchester resource room were drawn up in the spring of 1979. The physical setting for the program was completed in the summer prior to the beginning of school.

At the first teachers' meeting, the entire faculty was introduced to the resource room concept. The presentation was made by the Office of Special Programs and Winchester administration. The Office of Special Programs presented the overview and specific goals of the program. The Winchester principal explained the format for homerooming. He stated that each student qualifying for the program would be enrolled in a class corresponding to chronological age. No fourth, fifth or sixth grade teacher was exempt. All intermediate level teachers would be involved.

The Winchester Resource Center was born.

OBJECTIVES OF PROGRAM

The primary intent of the Winchester Elementary Resource Room is to sustain students with special needs in a regular classroom. In order to reach this goal, it is the resource room's responsibility to provide supportive and educationally related services to both the special student and classroom teacher. It is hoped that regular classroom placement with resource room assistance will facilitate the academic-social-psychological needs of the student. This concept concentrates on the delivery of specialized assessment and instructional techniques that serve a variety of students regardless of their traditional labels.

We believe that students should remain with their peers and be involved in the total school program. Thus, an attempt is made to maintain attendance in the regular classroom program while providing individual instruction for a portion of the day in the resource room. With much communication between the resource room and classroom teachers, it is intended that this program will benefit the special student at Winchester Elementary.

RESOURCE ROOM STAFF

Students who are assisted in the resource room are served by six staff members. The staff consists of two full-time teachers (Learning Disabilities Specialist and Mental Retardation Specialist), one part-time Speech Therapist, one full-time instructional assistants, and two part-time instructional assistants. Two high school "Pre-Teaching" students aid with group management and clerical tasks.

In the Winchester Elementary Resource Room, then, the staff views its teachers, aides, parents, and students as equally valuable resources in the ongoing educational process.

ROLE OF THE RESOURCE ROOM TEACHER

The role of the resource room teacher is open-ended and is limited only by time, talent and acceptance of the program by the school staff. The following is a list of the responsibilities of each certified teacher in the resource room:

1. Provide appropriate positive learning environment which will enable students to reach their full potential.
2. Ensure positive interaction among students, staff and parents.
3. Develop an Individual Educational Program (IEP) in basic academic skills and appropriate social behavior to ensure specific skill development.
4. Conduct annual parent/teacher conference to revise IEP.
5. Record and analyze continuous assessment data showing student's progress.
6. Provide behavior management programs to control atypical behavior and increase appropriate behavior.
7. Aid parents in understanding child's potential.
8. Implement a parent education program to orient parents to classroom procedures that could be reinforced and extended to the home.
9. Train and supervise instructional aides.
10. Provide information to assist in purchasing of appropriate materials.
11. Integrate student into the regular classroom for as much of the day as possible.
12. Provide an appropriate learning environment to facilitate eventual re-integration.
13. Comply with specifications established by P.L. 94-142.

STUDENT IDENTIFICATION AND REFERRAL

Students may initially be referred for resource room services by: 1) the classroom teacher; 2) the parent; 3) the resource room staff; or 4) the district's Special Education Department.

To refer a student, the classroom teacher fills out the appropriate form which summarizes his/her observations of the child's suspected problem(s). Reasons for referral may include difficulties in classroom reading or math groups, illegible penmanship, repeated failure on tests or suspected perceptual difficulties.

A parent referral may be made through the child's teacher or directly to the Student Evaluation Center, in person or by phone. Parent inquiries may reflect general concern over a child's slow rate of progress or a specific request for tutorial assistance.

Often referrals originate in the resource room as a consequence of district-wide assessment results or observations. All new students are screened by the resource room staff for beneficial placement in reading and, sometimes, math groupings. Since the center serves students who experience slower rates of learning than their peers, schoolwide test results are scrutinized in an effort to identify children in need of small group instruction.

In all of the above situations, the referral procedure is the same. First, a parent permission form for student testing is prepared by the staff and signed by the parent. The form designates assessment tools to be utilized. Evaluation is carried out by the Student Evaluation Center. The teachers diagnose the child's strengths and weaknesses and, in collaboration with the parent and classroom teacher, prescribe an instructional program to suit his educational/social needs.

Referrals from the Student Evaluation Center are used in the case of all students placed within the program. Criteria for placement include level of intellectual functioning, assessment of adaptive behavior, specific learning disabilities, classroom observation and parental approval.

During the 1979-80 school year, the Winchester Elementary Resource Room staff will serve more than thirty students. This figure includes twenty-four students with written Individualized Education Plans. The remaining students served were identified through schoolwide screening as needing small group instruction in the basic skills.

SPECIFIC AREAS OF INSTRUCTION

Due to the diversity of student needs, the resource room staff provides both small group (two to six students) and individual direct instruction. The core of services offered are English, social studies, reading, mathematics, spelling, handwriting, science, geography and health. The scope has broadened to include self-awareness, social skills, visual perception training, pre-teaching of regular subjects and language development.

Programs or materials are selected from a broad array to meet the needs of each special student. Differences are recognized in preferred learning modalities, as individual programs are written. Needs are determined by teacher referral, diagnostic instruments, observations, and parent request.

PROGRAM MONITORING

In this type of program with so many variables, placement, scheduling and follow-up, close monitoring is a necessity. A floating aide and teacher are available for constant involvement with the regular classes. When program students are placed in regular classes for academics, there is an aide or teacher in the class. The purpose of teacher-aide involvement is for instructional help and monitoring.

A monthly monitor form, appendix A, is given to the regular teacher. This form is designed to keep the program and regular teacher "in touch" as to progress and needed help. For academic mainstreaming and homerooming to succeed, an easy avenue of communication is needed. The monthly mainstreaming monitor and inter-faculty conversation achieve this.

Administrators from the Office of Special Programs monitor monthly the progression of the program as does the home school principal. This constant scrutiny is necessary for the resource room infant to blossom into a working program.

TOKEN ECONOMY PROGRAM

Our behavior program is based on a token-economy system. The school day is broken into six different work periods. For each period, the student may earn $4.00. If the student does not complete his/her work, or is uncooperative during the class, the teacher may lessen his earnings. The earnings are recorded after each period on a weekly pay card.

Appropriate behavior during a period is: completion of assigned work, raising hand when you have a question, eyes on the blackboard or finger on correct place in reading material. Students are also paid for appropriate behavior on the school bus, during recess, and for any time spent in a regular class. For good behavior on the bus, they may earn a bus bonus to be exchanged for $5.00. For playing with other students (other than those in the resource room), they may earn $5.00 every recess. To monitor their behavior in the regular class, they carry around a pay card. If they are mainstreamed in a regular class, they can earn $4.00 for appropriate class behavior. The regular class teacher must sign the card in order for the student to receive payment.

Each student has a folder posted on a bulletin board which serves as a bank. Weekly earnings are recorded on a ledger which is kept by the teacher. In exchange for their money, the students may buy free time on Friday afternoons. Activities cost $1.00 per one minute. If they are involved in an educational activity, such as Digitor or DataMan, it costs $1.00 per five minutes. Money is collected every ten minutes, whether the student is involved in an activity or not. Free time activities include: puzzles, art projects, drawing, legos, and various games. The student may also spend money on treats, such as carob balls, corn nuts, etc.

The student may elect to spend or save his/her money. They may save a portion of their money and spend the rest, or they may save/spend the entire amount. Money may be saved for posters, hot wheel cars, lip gloss, comic books, etc. If the student chooses to save all his/her money, or if the money runs out before the free time is over, the student must go back to the work table. There the student may earn $10 for three math papers or whatever work is assigned. The student may not go to the work table unless he has no money left. There is one banking period per week. Our schedule runs Friday through Thursday, with the students being paid on Friday morning, either in cash or with a check.

This token-economy system has been very effective in maintaining appropriate behavior and proper socialization. The emphasis of the system is completely positive and encourages the students to work and act in an appropriate manner. We have noticed a great deal of change from last year. The students realize the importance of their work and they don't exhibit as many inappropriate social behaviors. By emphasizing the positive, they have learned to work well and hard in order to achieve the desired result ($1.00 for free time). The carrying of the pay card also enhances responsibility. The students enjoy the program because of the outcome of their appropriate behavior. We enjoy the program because it teaches the students to work and behave appropriately and all through a very positive approach.

APPENDIX A - FORMS

	Homeroom	9:00 - 10:30	10:45 - 11:30	12:30 - 1:15	1:15 - 1:45	1:45 - 2:30	2:45 3:30	
Friday								
Monday								
Tuesday								
Wednesday								
Thursday								
COMMENTS								
SCORING KEY	✓ Coming in quietly and within 2 minutes + Working hard and being on task - Penalty (talking, bothering another student, etc.)							

A. Classroom Paycard - Mainstreamed Classes

This form is carried by the student to all mainstream classes. The teacher, at the end of the class period, checks the corresponding time slot. The student may receive $4.00 per time slot. There are three scoring marks denoting the student's behavior while in the mainstream class.

The student who is conscientious can receive extra pay for good behavior. This card has been a fruitful impetus.

	FRIDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	
9:00 - 10:30						
10:45 - 11:30						
12:30 - 1:15						
1:15 - 1:45						
1:45 - 2:30						
2:45 - 3:30						
Sub Total						
Penalties						
TOTAL						

B. Classroom Paycard - Resource Room

This card records the students' behavior and work attitude while in the resource room. Four dollars per period may be earned. It has been an excellent motivator.

MONTHLY MAINSTREAMING MONITOR

DATE:

TO: REGULAR CLASSROOM TEACHER_____

FROM: SPECIAL CLASSROOM TEACHER_____

RE: STUDENT_____

1. Do you feel you were given adequate time to prepare for the placement of this student?

_____ Yes _____ No

2. Do you feel the child is capable of performing at a successful level in your class?

_____ Yes _____ No

3. How does the student function in the following academic areas:

(Excellent) 1 . 2 . 3 . 4 . (Needs Development)

Reading
- Large group _____
- Small group _____
- Seat work _____

Math
- Large group _____
- Small group _____
- Seat work _____

Content Subjects
- Large group _____
- Small group _____
- Seat work _____

4. Do you feel the child is appropriately interacting with the other students?

_____ Yes _____ No

5. Do you feel the child is accepted by the other students?

_____ Yes _____ No

6. Presently what do you feel is the student's greatest need?

7. Do you need anything from me to maintain the student's progress?

_____ Yes _____ No

If yes, check the general areas where I can help:

_____ Behavior Management
_____ Professional Readings
_____ Student backup material (i.e., worksheets, games)
_____ Other, please list

_____
_____
_____

8. Additional comments:

C. Monthly Monitor

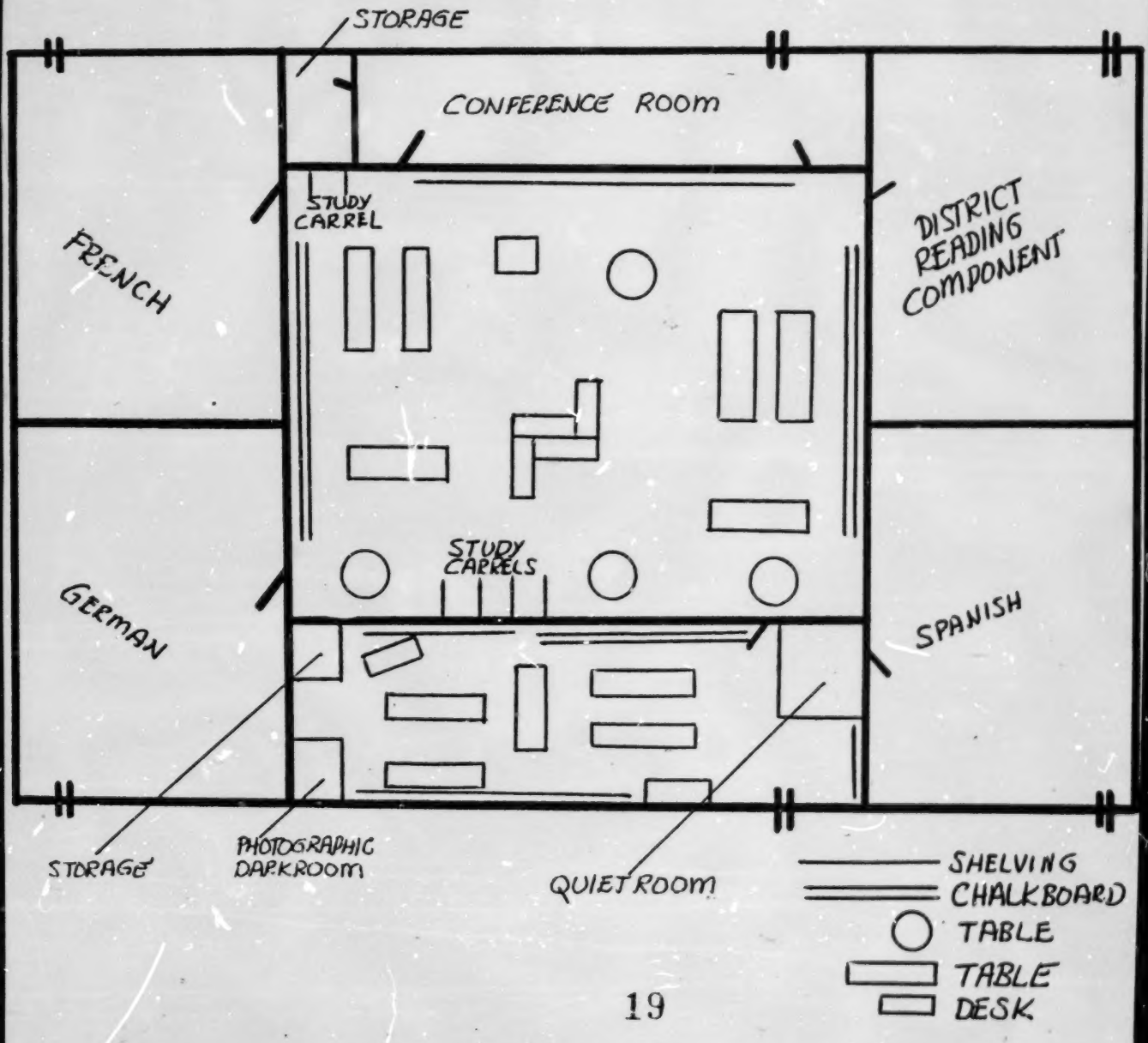
This form is given to the homeroom and mainstream teacher. The teacher has an opportunity to voice his or her opinion on the placement. The questions are self explanatory.

RESOURCE CENTER

ROSEBURG HIGH SCHOOL
SCHOOL DISTRICT # 4
ROSEBURG, OREGON

Developed by:
Cynthia Ahlstromer
Doreen Poling
Ken Squiers

— ROSEBURG H.S. RESOURCE CENTER —



SPECIAL PROGRAMS

STUDENT REFERRAL CHECKLIST

STUDENT NAME_____ SEX_____ DATE_____

GRADE LEVEL 1 2 3 4 5 6 7 8 9 10 11 12 (Circle One) AGE_____

REFERRED BY _____ PERIOD_____ CURRENT GRADE IN CLASS_____

PROCEDURE:

1. Fill out referral completely
2. Return to Counselor at High School, Counselor at Jr. High, or LD Teacher at Elementary
3. An informal discussion with you will be scheduled following evaluation of this referral.

CHECK THE APPROPRIATE RESPONSES

A. GRADING SYSTEM
_____ Tests
_____ Oral Discussion
_____ Class Assignments
_____ Written Assignments
_____ Homework
_____ Attendance/Tardiness
_____ Other (Explain)

B. CLASSROOM STRUCTURE
_____ Large Group Size
_____ Small Group Size
_____ Alone
_____ Other (Explain)

C. ACADEMICS
_____ Difficulty in Following Oral Directions
_____ Difficulty in Following Written Directions
_____ Asks Inappropriate Questions
_____ Doesn't Turn in Assignments
_____ Assignments Incomplete
_____ Asks Directions Repeatedly
_____ Miscopies from Board/Books
_____ Handwriting Illegible
_____ Stutters
_____ Extremely Quiet
_____ Doesn't Volunteer Information
_____ Math Problems Unable to Solve (Illustrate on Back)
_____ Does Well on Written Tests
_____ Does Well with Oral Tests
_____ Reading Adequately
_____ Not Reading Adequately
_____ Doesn't Bring Materials to Class
_____ Misspells Words Excessively
_____ Attention Span Limited
_____ Appears to Have No Friends
_____ Contributes to Discussion/Work
_____ Other (Explain)

D. BEHAVIORS (Observed Consistently)
_____ Continuously Out of Seat
_____ Physically Aggressive (Explain on Back)
_____ Distracted by Peers
_____ Distracted by Self
_____ "Puts Down" Peers, Others
_____ Little/No Verbalization
_____ Spits
_____ Copies Others' Work
_____ Talks Out Inappropriately
_____ Out of School Problems? (See F)
_____ Disobeys Authority (Who?)
_____ Verbally Aggressive (Explain on Back)
_____ Cries
_____ Curses
_____ Derogatory Remarks
_____ Remains Alone
_____ Destroys/Defaces Property
_____ Day Dreams

E. TEACHING STRATEGIES
I Have Tried the Following Steps to Assist the Student:
_____ Extra Teacher Help in Class (How Many Times)_____
_____ Extra Teacher Help Outside Class (How Many Times)_____
_____ Peer Tutors
_____ Parent Contact _____ Times
_____ Counselor Contact _____ Times
_____ Adapting Curriculum to Meet Students Need Level
_____ Student Contract
_____ Personal, Private Discussion With Student
_____ Seating Student Closer to Teacher
_____ Other (Explain)

F. ADDITIONAL DATA
_____ Would You Like to Conference With Any of the Special Staff to Discuss Any Topic Above Mentioned or Any Other Subject?
_____ Would you Prefer Classroom Observation of the Student?
_____ Other (Explain on Back)

THE RESOURCE CENTER - T.M.H. - ROSEBURG SENIOR HIGH SCHOOL

Description of Program

This program provides for maximum teacher-student interaction in a highly structured environment for those students identified as TMH. Classes are self-contained with little or no mainstreaming in academic areas.

Class content includes:

1. Social Skills
2. Language
3. Basic academics for survival:
   a. Reading
   b. Writing & Spelling
   c. Money
   d. Numbers
   e. Time
4. Eating and food preparation
   (Students plan and prepare their own lunches three times a week.)
5. Dressing & personal hygiene
6. Motor skills & physical fitness
7. Vocational skills
   (In cooperation with Sunrise Enterprises, the sheltered workshop)

THE RESOURCE CENTER - E,M,H. - ROSEBURG SENIOR HIGH SCHOOL

I. Goals of EMH Program
   A. Long Range: To provide student with the academic and socialization skills necessary to maintain employment after formal schooling is completed.
      1. Private Enterprise
      2. Public Sector
      3. Sheltered Workshop
   B. Short Term
      1. Develop curriculum to provide maximum academic growth on an individual basis.
      2. Provide academic setting necessary for maximum social maturation.
      3. Provide the job skills necessary to maintain employment.

II. Criteria for Placement
   A. Standard Psychological Battery (WISC-R, Stanford Binet Intelligence Scale)
   B. Adaptive Behavior Scale
      1. Vineland
      2. American Association of Mental Deficiency Adaptive Behavior Scale

III. Curriculum
   A. Basic skills, science, social studies, citizenship, health, job skills, independent living skills (home management, drivers training, etc.)

IV. Supportive Services
   A. Diagnostic Evaluation
   B. Assistance to mainstreamed E.M.H. students (the resource center)
   C. Assistance in writing I.E.P.
   D. Local E.S.D.

V. Rationale of mainstreaming
   A. Our lack of expertise in specific academic areas
   B. Social Maturation
      1. Exposure to diverse situations and people
      2. Communication
      3. Acceptance of people's differences
      4. Provide environment for the development of realistic goals.

Mick Hunt
Midge Gausvik
672-7844

THE RESOURCE CENTER - ADJUSTIVE EDUCATION PROGRAM

ROSEBURG SENIOR HIGH SCHOOL

GOALS:

- Long Term - Total placement into the regular classroom with acceptable behavior, attitudes, and work performance
- Short Term - Academic success and emotional support

PLACEMENT

- AD-ED placement is classified E.I. (Emotionally Impaired). These are serious behavior, attitude, and adjustment problems.

HOW PLACED

- Referrals from teachers, parents, counselors, students themselves
- Testing - academic and psychological by AD-ED teacher and the school district

COMMON CLASSROOM BEHAVIORS, ATTITUDES, POOR ADJUSTMENT OF "AD-ED STUDENTS"

- cannot adjust or cope with change or everyday pressure
- ridicules
- interferes with others' learning
- refuses to work
- refuses to respond to directions/correction
- needs constant prodding/attention
- punishment is rewarding
- restless
- easily distracted
- belligerant
- easy to frustrate
- has low self esteem/confidence
- chronic tardiness - absences

TECHNIQUES AND STRATEGIES

When a student first enters the AD-ED classroom, he/she brings an array of very confused intense feelings. It's very important that the very first day or period be successful. It's imperative the student does some lesson that will earn him/her an "A". I pay a lot of attention to this student and convey the message "I care" via honest and straightforward talk.

My program is almost entirely built upon two themes--"The Affective Domain" and career education. I blend together concepts of self-esteem, career exploration, decision making, responsibility, how to keep a job, how to lose a job, coping with stress, employee - employer relations, self discipline, death, smoking, marriage-divorce, safety, personal hygiene, self-respect, respect of others, how to channel aggressive/anti-social behavior into acceptable, successful action, etc.

SUGGESTED REFERENCE BOOKS

The Effect of Affect - Anthony Cedoline

Why Am I Afraid to Tell You Who I Am? - John Powell

Moral Reasoning - Ronald Galbraith & Thomas Jones

Kids Don't Learn From People They Don't Like - David Aspy & Flora Roebuck

The Art of Helping - Robert Carkhuff & Richard Pierce

The Resource Teacher: A Guide to Effective Practices - J. Wiederolt, Donald Hammill, & Virginia Brown

100 Ways to Enhance Self-Concept in the Classroom - Jack Canfield & Harold Wells

The Skills of Teaching Interpersonal Skills - Robert Carkhuff, David Berenson, & Richard Pierce

Meeting Yourself Halfway - Sidney Simon

SUGGESTED STUDENT WORKBOOKS

Reaching Out - David Johnson

Getting It Together - Phyllis Harrison

Getting Along With People - Alta Bell

Real Life Reading Skills - Beatrice Levin

Going Places With Your Personality - Charles Kahn, Robert Tong, and Wing Jew

Ken Squiers
Roseburg Senior High School
672-7781 Ext. 236

SQUIERS' SUGGESTIONS/COMMENTS CONCERNING CLASSROOM MANAGEMENT

A person is a social being, that is, a strong desire to "belong". All behavior is motivated to find one's place in society. Reality is perceived individually and thus to satisfy our selves.

Purposes of (mis) behavior	How to deal with it
1. attention getter	give attention when student isn't asking for it
2. power struggle	say to student, "you are a powerful person, but...."
3. revenge	" " " "I like you, John. likes you...."
4. display of inadequacy	" " " "I'll try to help you; let's do this..."

Confront student and ask about #1-4, then watch for "recognition reflex" to identify where he's coming from.

Avoid "why" and ask "how do you feel" questions.

From a student's point of view; What I do depends a lot on what the teacher did last time.

DISCIPLINE PROCEDURES

Verbal Warning	Step 1 - verbal warning after we both explain our feeling about the problem
Contract	Step 2 - define problem as positive objective in contract form (who is to do what by when, re-evaluate when)
Counselor Conference	Step 3 - counselor conference with me and student
Parent Conference	Step 4 - parent conference with me
Recomendation For Suspension	Step 5 - I recommend suspension to _____

PUNISHMENT	VS	DISCIPLINE
Purpose	Pain for past act	Train correctly for future
Focus	Past	Future
Attitude	Hostility & Frustration	Love & concern
Feelings	Fear & guilt	Security

Work out an agreement-vs-rule

HOW I HANDLE STRESS

1. plan some idleness each day
2. listen to only 1 person at a time
3. read for concentration
4. have a "retreat" at home
5. take an unstructured vacation (1 day or more)
6. regular physical activity
7. take time for humor
8. outside activities that are personally satisfying

There are 4 levels of questions:

(cont.)

1. recall - 2+2=4
2. convergent (reasoning) - explanation and conclusion
3. divergent (creativity and imagination) - what if?
4. evaluative (judgement) making choices

All behavior has a purpose

All behavior ⟷ self-image

Insist the student accept the consequences for his/her own decisions and behavior

When praising, describe what behavior he/she did

Activities a student likes to do can be used to reward the things he doesn't like to do

Assign student misbehaving, to sit next to a student who has desired behavior

With first anti-social act, isolate student - he/she can return when he/she thinks he/she can behave. With second anti-social act, repeat discipline - student may return only when teacher says so

Don't accept students' problems! Say, "It looks like you want me to punish you, so. . . ."

Involve student with contract

Call parents weekly (say something positive also)

A student who habitually is sloppy, messy, careless, is displaying passive-aggressive behavior, so deal with it as such

"You're angry and want me to be angry too, but I don't want to be angry with you, so. .."

When replacing one (mis) behavior with another, tell/show student what's in it for him!

When disciplining, explain clearly:

1. What specific behavior is not acceptable (condemn on act, not the person)
2. Why it's not acceptable
3. Alternative behavior that is acceptable and expected from now on
4. Some form of quick, fair, appropriate punishment

Make as few rules as necessary, but strictly enforce those you do make.

If you are not willing to follow your own rules, don't expect your child to either.

Attend to, and praise good behavior; ignore bad behavior.

Don't disaprove a child; disapprove his behavior.

Before any discipline, allow the child to express his feelings his own way.

Make punishment your last alternative, but if it must be, make it immediate, fair,

(cont.)

and consequencial to the behavior.

Catch 'em being good!

Reward improvement

Don't wait for misbehavior

Praise!

Be specific

Effective punishment must:

1. prevent avoidance and escape from the punishment source
2. minimize need for future punishment
3. not establish a model for future misbehavior
4. not be rewarding
5. be given immediately
6. provide clearly stated consequences for a specific behavior
7. include a warning signal prior to punishment
8. be carried out in a calm, controllable manner
9. be consistent (never "give-in")

As the students learn to follow the rules, repeat them less, but continue to reinforce them with praise

State rules positively and clearly

Ignore disruptive behavior

Praise improving behavior

Catch children being good

Get involved with your children

Consequences of behavior can strengthen or weaken that behavior

Follow-up desired behavior with reinforcing stimuli

Not attending to a behavior may weaken it (attention is no longer reinforcing)

Attending to disruptive behavior, even by punishment, is often rewarding

First you work, <u>then</u> you play

In teaching new tasks, reward immediately rather than permit a delay

As a correct behavior becomes more proficient, require more correct behaviors prior to the reward

(cont.)

All behavior is emotional-we perform an act with some feeling (anxiety, anger, happiness, impatience, enthusiasm, etc.)

Frustration is not being able to follow thru with a motive.

Frustration results in disintegrated behavior.

Frustration is emotions without an object (motivation).

When frustration leads to hostility, usually this indicates deprivation during a developmental stage.

Aggression-frustration-hostility is a result of a perceived threat (may or may not be real).

Behavior is determined by ones perception.

Internal and external stimuli influence behavior but don't determine it.

We react and behavior to what we perceive (may or may not be reality).

We see things not as they are, but as we are.

What we see is not what exists, but what we believe exists.

Some believe the single motivation in life is self determination (find one's place).

Our behavior is influenced by our needs, beliefs, attitude, as we perceive ourself.

All perception centers around the "self". A person who perceives himself as a failure expresses his perceptions as "failure".

A student who perceives himself as a non-reader does not read.

A student who perceives himself as hostile is hostile.

Strong feelings of inadequacy are threatened by a teachers demands and requests (world is a dangerous place).

There is a positive correlation between self-concept and academic achievement.

To really help a student we must perceive the world through his eyes and feelings, not objective facts.

Because we live in a society of other people, self-actualization must not be self-ish!

To change behavior we must change perceptions!

School stuff is not perceived as relevant.

Teachers must make school stuff meaningful to each individual student.

The preservation of self-concept is strong, thus resistance to change is strong (perceived as threatening).

New perceptions (change) must be made challenging not threatening.

Students under threat (change) become defensive, withdrawn, aggressive.

They just don't see all aspects of the problem (tunnelvision).

Group work is a very valuable change technique because it's a natural way to relate (values, feelings always used when people relate to one another-subject matter-math-is illrelevant).

Group work involves:
listening to others
accept and respect others
understand others
identify and become aware of one's feelings
express one's feelings
aware, of other's feelings
experience being accepted and understood by others
recognize basic denominators of human experience
explore oneself
develop greater awareness of oneself
to be oneself
to change oneself in the direction of being more one's self
help others change; help others understand themself and others.

NEA Resolution 78-28. Discipline

The National Education Association believes that discipline is essential in promoting optimum learning in the school. The Association recognizes the concern for the discipline problem.

The Association also believes that boards of education in conjunction with local affiliates should develop policies which would provide necessary administrative support to the classroom teacher for the maintenance of a positive learning environment.

The Association further believes its local affiliates should develop guidelines for effective disciplinary techniques. It urges affiliates to negotiate a process whereby administrators, teachers, parents, and students will be involved in identifying disruptive behavior and prescribing, implementing, and evaluating procedures that will reduce and correct disruptive behavior.

The Association supports legislation that will authorize the classroom teacher to maintain internal classroom management and that will protect the student's right to due process.

Class Size	Average Percentile Ranks in Achievement	Average Growth in One School Year (Grade Equivalent Units)
40	50th	1.00 yr.
30	52nd	1.07 yr.
25	53rd	1.10 yr.
20	55th	1.15 yr.
15	58th	1.24 yr.
10	65th	1.45 yr.
5	74th	1.72 yr.

Table 1. Relationship between selected class sizes and achievement, expressed in percentile ranks and grade equivalent units.

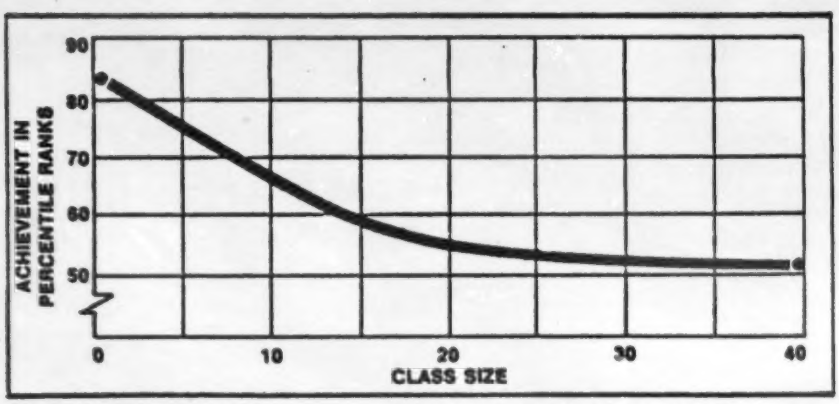


Figure 1. Relationship between achievement and class size (data integrated across approximately 100 comparisons from studies exercising good experimental control).

Avoid rewarding predictably, instead reward unpredictably and intermittently

The most important element in a student's growth is his/her <u>self-image</u> so

H.I.T. him/her:

H - Be honest, and allow personal growth via. . .

I - Independence; and reflect. . .

T - Trust

"Actually, it's a rather old form of behavior modification therapy."

ROSEBURG SENIOR HIGH SCHOOL

READING PROGRAM

DESCRIPTION

The program is designed to benefit and supplement those students who have difficulty in reaching and maintaining the academic achievement levels normally expected of their age and grade placement in reading.

This program has been developed in cooperation with Special Programs. This is a Title I/LD program made possible through government funding. Special Programs specifies that each student enrolled in a Title I program, as well as all learning disability students, have an I.E.P. (Individual Educational Program). This program must state specific goals and objectives for each student. It must also be developed in conjunction with the parents or guardians of each student.

Special Programs also limits enrollment in each class to approximately ten students per teacher per period. This enables students to receive concentrated individual instruction. This is provided by two teachers, each with an adult aide. There are also student aides available different periods of the day.

Students are selected for this program through standardized testing. Tests used are:

1. Stanford Achievement Test (given to all eighth graders)
2. Stanford TASK (given to all eleventh graders)
3. Gates-MacGinitie (pre and post testing within program with parental consent)

After test data has been compiled, a target group is established. Students are "prioritized" according to grade level because of minimum graduation competencies. Twelfth graders have first priority, then juniors, then sophomores.

The District minimum competency in reading has been established at an eighth grade level. Consequently, the major thrust of the program is to help students reach an eighth grade level in reading. Maintenance of the reading level is not promised, but up to the individual student.

For a student to reach minimum graduation competency level, he/she must have developed a pattern of success, becoming more confident in self and motivated to reach goals. Therefore, a second major thrust of the program is to help students, through achievement of objectives and goals, develop feelings of success and self worth.

After diagnostic tests are administered (S.O.R.T., Woodcock, W.R.A.T. Spelling, IRI, Phonic Inventory), materials are selected that meet students' academic needs. Students have weekly contracts and work in small groups or individually. Mainstreamed students are monitored in regular classes by teacher/counselor contacts and student referral forms.

LEARNING LAB TUTORIAL PROGRAM

I. WHO can we tutor?

A. Students in any Special Ed Program (Title I/LD, AD-ED, EMH, TMH) having difficulties in content areas.

B. Any student having extreme difficulties in content areas due to low skills.

II. HOW will tutoring be done?

A. Teachers select students having most difficulties.

B. Fill out referral form marked TUTOR (available from counselor) (Be sure to complete PART E) [See P. 15 - This same form is used as the referral form for tutoring program.]

C. Learning Lab teachers will "prioritize" list, select candidates, and contact teachers.

D. STUDENTS SHOULD NOT BE REFERRED FOR:

1. ATTENDANCE PROBLEMS
2. BEHAVIORAL PROBLEMS

III. Services Provided

A. Learning Lab teachers will provide tutors 1 - 3 days per week.

B. Classroom Teachers will:

1. Provide materials you are currently using in class.
2. Provide specific directions on assignments (see form).
3. Contact parents to inform them student is receiving help.
4. Take attendance on students.

IV. Time and Place

A. Learning Lab teachers will begin seeing students on a limited basis beginning at the 2nd nine weeks.

B. Tutoring will take place in the Learning Lab teacher's classrooms.

1. Students will check in with regular teacher prior to going to tutor.

PEER TUTOR APPLICATION
For Use in Selection of Tutors

Please print or type

I. NAME _____

II. ADDRESS _____ PHONE _____

III. YEAR IN SCHOOL _____

IV. Circle the skill area(s) you would feel most competent:

personal finance health life science basic math consumer finance

business auto mechanics grammar composition reading

other _____

V. Please rate yourself in the following areas: (Your choices are: below average
average
above average
excellent
truly outstanding)

Energy _____

Initiative _____

Independence _____

Originality _____

Self-confidence _____

Warmth of personality _____

Sense of humor _____

Following directions _____

Reaction to criticism _____

Sensitive to other's feelings _____

VI. Please explain why you would be a good tutor.

VII. Please list three teachers who would recommend you for tutoring.

_____

_____

_____

Return this application to _____

To be filled out by classroom teachers

STUDENT'S NAME_____

TEACHER_____SUBJECT_____PERIOD_____

WEEK OF_____

Circle how many days you want student tutored and which days.

1 2 3 M T W TH F

NAME OF BOOK_____PAGES_____

What area do you want us to concentrate upon? CHECK:

General concept_____ Worksheet_____

Vocabulary _____ Other (be specific)

Read material to student_____ _____

Have you noticed any of these techniques which work best with students?

Group instruction_____ Film_____

Individual Instruction_____ Book work_____

Lecture_____ Using summaries_____